Isis District State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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From the Principal

Introduction

Isis District State High School emphasises focussed learning in a supportive environment where partnerships between staff, students, parents/carers and community members share responsibility for student learning and ongoing review.

Isis High reflects the community it serves and, as such, it is important that essential information on our operations and achievements are reported, so as to contribute to a greater community understanding and confidence. It also allows the community to receive information that may assist in making informed choices about schools.

Schools are required to provide a broad range of information to parents and the community by way of this School Annual Report on the previous year's achievements. This report that follows will include information that describes key aspects of:

- School context
- Staff profile
- Student Performance

This report will show the opportunities for students at Isis High are many and varied and we strongly believe that this is a school for all students, whether academically driven or vocationally oriented; all students can succeed if we provide the right conditions for learning and foundations for success. However, those opportunities also do much to develop young people as worthwhile and contributing citizens with skills and capabilities that will see them well-prepared for their future.

School overview

Isis High in partnership with our school community works hard to create a safe, healthy and supportive learning environment. Our purpose is to provide all students with an educational experience that allows them to realise their full potential whilst enjoying high quality educational and sporting facilities. One of the great benefits for students of Isis High is that we offer significantly smaller class sizes enabling more opportunities for teachers to work with students on an individual basis. The school has maintained a strong tradition of excellent academic achievement, highlighted by achieving very strong OP 1-5 results (23% of students, the highest ranked school in the Bundaberg District in 2018) as well as regularly being recognised for our outstanding NAPLAN performance. Embracing vocational education is also very important with our students gaining competencies or nationally recognised training certificates and participation in school based traineeships and apprenticeships.

We ensure there are viable pathways for our school leavers by ensuring our subject offerings meet the needs of our community and future employment areas with a strong focus on education in areas like agriculture, business, health care, trades and retail. Not only do we focus on the educational development of our young people, we are also committed to a whole-school wellbeing program which is linked to our school motto "Know Thyself" and we have a comprehensive support network to promote student wellbeing. This is part of our recognition that there is a need to provide a breadth of support to our students and families given our critical role in the Isis District as a provider of support services.

We take pride in the provision of cultural opportunities for our students, our biennial arts gala is acknowledged as being a significant community event and is run in conjunction with the Childers Festival which brings thousands of visitors to our community each year. The school also enjoys regular successful participation in district and regional debating and public speaking competitions as well as Instrumental Band competitions and regional eisteddfods. For those students who excel in or just enjoy sport Isis High plays a significant role in fulfilling an essential community need of providing a broad range of regular sporting activities for young people. Our students participate in the weekly Bundaberg District School sporting competitions and also participate in North Burnett representative sport with outstanding success including state and national representation.

School progress towards its goals in 2018

In 2018, the implementation of the four-year Strategic Plan which commenced in 2016, continued and followed up on the recommendations of the Full School Review (FSR) conducted in 2015. The review provided independent and quality feedback to help our school continue to improve outcomes for students. The strategic direction determined through these processes has continued to be the dominant influence in our 2018 Annual Implementation Plan.

Literacy and numeracy remain an ongoing focus for our school with an emphasis on explicit teaching of skills that is embedded into regular lesson plans and regular diagnostic testing to provide feedback and intervention for student growth. 'Literacy and numeracy teacher-aides' who were final year education students from Central Queensland University provide an additional layer of support to teacher instruction in the classroom.

Student participation and engagement is strong and supported by regular celebration of student effort and success at school. There was an ongoing emphasis on the importance of regular attendance and promotion of high expectations and student achievement. The *Positive Behaviour for Learning (PBL)* initiative has a focus on teaching expected student behaviour and acknowledging positive actions of students resulting in a supportive and pro-active school climate that strengthens student well-being.

Senior schooling achievement data remained strong in comparison with other schools, with 98.8% of Year 12 students awarded a Queensland Certificate of Education and 54% of students awarded a vocational qualification. Strong pathways exist for students at the conclusion of school with 100% of students who wish to attend university being offered a placement or continuing strong training and employment pathways within the community.

Building staff capacity remained a priority so as to enact continuing school improvement, particularly through the school-wide, consistent teaching practice (pedagogical framework) known as *The Art and Science of Teaching (ASOT)*. All teachers have participated in the ASOT Academy which is a high quality professional development program. Complementary to this training, teachers participated in Professional Learning Teams (PLTs) to enable the systematic sharing and reflection on professional practice. The Quality Teaching Through Coaching Program was embedded along with the continuation of our commitment to Whole School Profiling of Teaching.

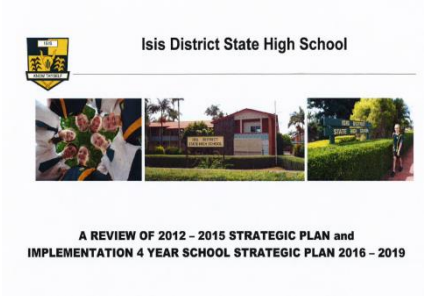
The school maintained a continuing strong engagement and **confidence within the community**. There was an ongoing liaison with all cluster primary schools and relevant families of students involved with the continuation of Year 7 into high school to ensure information and consultation maximised a high level of engagement for a successful program.

There has been a continuing priority to ensuring staff and students are able to work in an environment that is conducive to building good relationships and learning. This has included an enduring commitment to the provision of appropriate learning technologies to students.

Another major priority for 2018 has been upgrading our school facilities in order to provide the best possible learning environments for our students. A new outdoor learning area adjacent to B Block was completed this year and next year we will see a significant change to the school with the relocation of five buildings from our Annexe Campus onto the Main Campus. This will revolutionise the way our school operates and provide a wonderful opportunity to advance our Agriculture Program.

The Isis District State High school community can be justly proud of their achievements throughout 2018.

Future outlook


Isis District State High School
A REVIEW OF 2012 – 2015 STRATEGIC PLAN and
IMPLEMENTATION 4 YEAR SCHOOL STRATEGIC PLAN 2016 – 2019

The ***2016-19 Strategic Plan*** the following key priorities:

- **Improving literacy and numeracy**
- **Driving student engagement and outcomes**
- **Building capacity**
- **Driving high standards**

This Plan is available on the School's website and in the school foyer and has informed the 2019 Annual Implementation Plan. The State Schools Strategy 2019-2023 is also a very important strategic document that has informed the sharp and narrow focus for school improvement in 2019.

- A continuing focus on explicit student instruction in literacy and numeracy, integrating literacy strategies in teaching trough the *Tactical Teaching of Reading* and Tactical Teaching of Writing programs, monitoring progress of the reading age of students and delivering programs specifically designed to improve student reading, ensuring teachers are well-skilled to deliver programs and that organisational arrangements work together to promote strong student outcomes

- Build on the strong achievement of senior student outcomes by continuing to improve support for students and refine mechanisms that continuously monitor progress and allow for early intervention including our performance monitoring processes, if and as soon as necessary.

- Consolidate our Whole School Wellbeing Program that explicitly addresses contemporary issues facing young people such as bullying, mental health, career development, relationships and drug and alcohol issues.

- Continue to provide a Transition Officer to assist students in years 10, 11 and 12 to engage in work experience, school based apprenticeships and traineeships, access part time or full time employment, assist in preparing applications for employment and generally support the transition of students from school to the workforce in a supported way.

- Continued emphasis on existing successful whole school programs, including the teaching framework, *The Art and Science of Teaching (ASOT)*, Whole School Profiling, *Positive Behaviour for Learning (PBL), Closing the Gap* strategies as well as the implementation of our Pedagogical Framework, The Isis District DNA which supports consistent school-wide pedagogical practices.

- Align teacher individual development through the *Annual Professional Development Plans* with the school's *Quality Teaching Through Coaching 2016-19 Plan* that will see increasing opportunities for instructional feedback on teaching and coaching to build further teacher capacity and maximise consistency between school improvement priorities and individual needs.

- Explore capacity of technologies to improve student learning and to prepare students for their futures, including the continuing development of the student 'Bring Your Own Device' program, implemented in 2016.

The future outlook for the Isis High school community is a very exciting one as we continue to strive to achieve our strategic targets, continuously improve our academic standing and invest our energy in our most important assets – our students!

ISIS DISTRICT
STATE HIGH SCHOOL

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	502	504	499
Girls	246	248	250
Boys	256	256	249
Indigenous	56	56	50
Enrolment continuity (Feb. – Nov.)	89%	90%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students attending Isis District State High School come from the township of Childers (in which the school is situated) and the surrounding communities of Woodgate, Howard, Cordalba, Apple Tree Creek, Dallarnil and Booyal Central. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Families have a diverse background including a significant proportion that rely on agriculture (sugar cane, macadamia nuts and small crops) or agriculture-related industries. The average socio-economic status of families with students attending Isis District State High School is lower than the Australian average. The school had an *Index of Community Socio-Economic Advantage* (ICSEA) of 939 during 2018, compared to the Australian average of 1000. During 2018, the school enrolment included 56 8.6% indigenous students. The school supported 7.8% students with a disability through its special education programs.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	19	20
Year 11 – Year 12	15	16	14

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

In Year 7-10 students completed a curriculum including English, Mathematics, Science and Humanities subjects that are consistent with the Australian Curriculum (syllabuses produced by the *Australian Curriculum Assessment and Reporting Authority*). They may also undertake other 'elective subjects'. For subjects other than those linked to the National Curriculum, they are based on syllabuses of 'key learning areas' of the *Queensland Curriculum and Assessment* Authority.

Year 7, 8 and 9 students complete a 'junior phase of schooling' curriculum with a strong focus on literacy and numeracy skills.

Year 10 serves as a 'transition' year that concludes the junior phase and prepares students with the skills required for successful participation in the senior phase of learning. Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of vocationally-oriented and vocationally-accredited programs, offered within and external to the school. Senior students are also able to access vocational programs not able to be offered at the school through the partnership School-TAFE Links program. The school also supports students participating in the School-based Traineeships and Apprenticeships in order to establish a career pathway on completion of school. All senior students are supported in planning an individual learning pathway.

Some subjects are able to be offered via virtual schooling or distance education. The school maintains a strong emphasis on preparing students with appropriate skills relevant to viable pathways after school.

Over the past 18 months our school staff have worked incredibly hard to prepare for the new Senior Assessment and Tertiary Entrance process which commences in 2019 with the Year 11 cohort. The school has undertaken a "whole-school curriculum review" which has focused on not only curriculum to align with the new subject offerings but also reviewed our approach to assessment to align with the requirements of the new system. The outstanding work of our staff has positioned us very well to transition smoothly into the new system.

Co-curricular activities

Isis District State High School recognises the importance of providing a range of opportunities for development of the 'whole child' and provides an extensive range of extra-curricular activities. Our school has a strong sense of community and we actively encourage students to involve themselves in school life and take advantage of these many and varied opportunities.

Some of these include:

- Opportunities to compete at district, state and national levels in selected sports
- Instrumental Music Program, which includes a String Ensemble, Concert Band, concerts, cultural tours, competitions and performances throughout the year
- Inter-school public speaking competitions
- Participation in Creative Generations – State Schools on Stage
- Human Powered Vehicles (HPV) competitions
- Student leadership opportunities (including programs delivered by universities and YLead)
- School Camps and Focus Days
- Cattle Club and Cattle Show Teams
- Cultural celebrations such as Arts Gala
- School socials
- A wide array of excursions, both locally and further afield

How information and communication technologies are used to assist learning

Isis District State High School believes that ICTs and eLearning can be a wonderful enabler to improving student learning outcomes. A range of eLearning tools and teaching practices are used at Isis High to provide students with engaging, collaborative learning experiences. The *Bring Your Own Device* (BYOD) program' commenced in 2016 and allows students the option of using their own computer devices during subject learning. Laptop computers are available to students for 'lesson borrowing' and class sets of iPads are also available for teachers to utilise with students.

Students and staff at Isis District State High School also use desktop computers in a variety of dedicated spaces in the school including the Resource Centre computer space. There are several 'computer labs' and 'pods', as well as 'laptop trolleys' that are used to enhance student learning in lessons. Classrooms and specialty areas now have a level of technology that includes wireless access to the Department internet and data projection facilities.

Social climate

Overview

Isis District State High School's *Responsible Behaviour Plan for Students* provides a basis of clearly defined processes, to monitor and modify negative behaviour and also identify and acknowledge positive student behaviour. Each year level is managed by a Year Level Coordinator and a Deputy Principal who meet regularly with other support staff to monitor student behaviour. Specialised staff meet at fortnightly Student Welfare meetings to ensure identified students receive appropriate action for improvement.

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered through a Year 7, 8, Year 11 and Year 12 personal development program, as well as in specific subject areas in Year 9 and 10. This policy is regularly promoted to students.

The Head of Department Student Engagement and Wellbeing along with the Guidance Officer further supports student welfare and well-being through various programs and coordination of a range of other specialist staff including a guidance officer, school-based nurse, student support officers and a school chaplain.

The school participates actively in the *School Wide Positive Behaviour Support* program to support positive student behaviour. Key features include:

- ✓ three school rules strongly promoted
- ✓ expected student behaviours are explicitly taught
- ✓ positive behaviour is regularly acknowledged (Merit Awards)
- ✓ behaviour data is regularly scrutinised for attention
- ✓ staff capability enhanced through continual skilling

The school also strongly encourages student leadership. An active Student Council is comprised of students that represent all year levels and led by elected student leaders. This group of students considers concerns held by the student body and choose special projects to work on over the course of the year. A senior leadership program emphasises personal leadership, fostered through school activities in which all students have the opportunity to participate, for example Y-Lead and Senior Leadership Camp. In Year 12, Senior Leaders are selected and are able to demonstrate their leadership role across the school in a chosen area where they see the need to make an impact. These roles are not limited and allow students to take initiative in an area that they feel passionate about and that will benefit the school and its students.

The leadership program in the junior secondary years of the school is known as the Junior Secondary Ambassadors in Year 8 and 9 to allow students to further develop leadership capabilities acquired in primary school. Ambassadors must nominate and be chosen for the position. They represent the school at a variety of functions both within and external to the school environment such as parent information evenings, school celebrations and ceremonies.

Important to note is the very positive feedback from the 2018 School Opinion Survey for staff, students and parents/caregivers which reflects the climate of the school and aligns with the consistently high academic results achieved by our students. There is acknowledgement that students are getting a good education and that Isis High is a good school. Each year the school utilises the feedback from the survey to develop plans for improvement for the following year. In 2019 behaviour management will be a major focus, with a number of new strategies already implemented.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	97%	100%
• this is a good school (S2035)	92%	95%	97%
• their child likes being at this school* (S2001)	83%	79%	94%
• their child feels safe at this school* (S2002)	92%	92%	97%
• their child's learning needs are being met at this school* (S2003)	92%	95%	97%
• their child is making good progress at this school* (S2004)	92%	95%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	100%
• teachers at this school motivate their child to learn* (S2007)	92%	95%	100%
• teachers at this school treat students fairly* (S2008)	91%	87%	91%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	100%
• this school works with them to support their child's learning* (S2010)	96%	97%	97%
• this school takes parents' opinions seriously* (S2011)	91%	95%	94%
• student behaviour is well managed at this school* (S2012)	91%	85%	81%
• this school looks for ways to improve* (S2013)	96%	97%	100%
• this school is well maintained* (S2014)	100%	95%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	89%	89%
• they like being at their school* (S2036)	84%	79%	83%
• they feel safe at their school* (S2037)	93%	83%	81%
• their teachers motivate them to learn* (S2038)	91%	84%	86%
• their teachers expect them to do their best* (S2039)	98%	92%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	84%	87%
• teachers treat students fairly at their school* (S2041)	82%	72%	75%
• they can talk to their teachers about their concerns* (S2042)	78%	70%	66%
• their school takes students' opinions seriously* (S2043)	83%	71%	77%
• student behaviour is well managed at their school* (S2044)	79%	70%	61%
• their school looks for ways to improve* (S2045)	89%	87%	88%
• their school is well maintained* (S2046)	90%	85%	84%
• their school gives them opportunities to do interesting things* (S2047)	80%	84%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	95%	95%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	87%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	88%
• student behaviour is well managed at their school (S2074)	97%	84%	81%
• staff are well supported at their school (S2075)	95%	89%	88%
• their school takes staff opinions seriously (S2076)	91%	89%	84%
• their school looks for ways to improve (S2077)	98%	98%	97%
• their school is well maintained (S2078)	97%	98%	98%
• their school gives them opportunities to do interesting things (S2079)	97%	92%	94%

Percentage of school staff who agree[#] that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time.

In addition, there are two formal opportunities per year for parents and students to talk with teachers at Parent-Teacher Interview evenings. These occur early in Term 2 and Term 3.

Students receive four progress reports during the year. These include an Interim Report after Terms 1 and 3 and a Semester Report at the conclusion of Semester 1 and Semester 2.

An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction setting within the school.

Isis District State High School aims to ensure parents and carers remain informed of school operations, events and celebrations. The school:

- maintains a current school website that is aligned to the Department *Websites for Schools* platform
- maintains a very active facebook page which is updated daily with exciting stories of student activities and important school information
- introduced an online fortnightly newsletter that is emailed to all parents with links via our website and facebook page
- utilises bulk SMS text messaging for urgent communication

In addition, there are a number of specific parent support groups that operate at a very successful level. For example,

- the Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students twice a week.
- an indigenous support group provides ongoing assistance and advice.

Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This year we have developed a whole-school wellbeing program – Know Thyself or KTS which we intend to roll out across the entire school focusing on key social and emotional issues relating to the needs of our young people.

Across year levels explicit lessons are delivered with a focus on appropriate relationships at all levels. The school uses the DET Respectful Relationships lesson plans when delivering to students. The school actively participates in the annual Community Domestic Violence campaigns with students engaged in numerous activities such as chairing the community White Ribbon Day event.

Isis High has also taken the opportunity to build a relationship with "STYMIE", an anonymous online reporting tool that enables students or other concerned parties to report incidences of bullying or harm to members of the Administration team. The purpose of this is to support appropriate relationships between students.

The school also utilizes the Respectful Relationships online package developed by the Department of Education which offers a comprehensive, age appropriate program for students across year levels.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	84	117	187
Long suspensions – 11 to 20 days	6	3	3
Exclusions	0	1	1
Cancellations of enrolment	3	2	5

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school has continued to ensure a strong commitment to reducing our 'environmental footprint' wherever possible. Improved monitoring systems are being gradually introduced to the school in a bid to restrict wasteful usage of utilities. Solar panels, water tanks and energy efficient lighting continue to reduce our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	258,566	175,072	252,321
Water (kL)	2,640	1,387	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

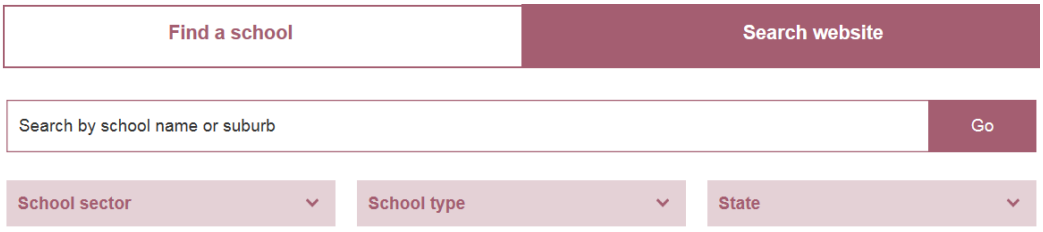
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on ‘Finances’ and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school’s financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	48	35	<5
Full-time equivalents	46	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Our school is committed to continuous improvement in ‘teaching quality’ to educate young people in a constantly changing world.

Our staff demonstrate:

- a strong commitment to our School’s Vision – *Preparing futures, Honouring traditions*
- a strong commitment to leadership and management, as well as the development of high performing teams
- engagement in a range of personal/professional learning activities including undertaking of Master’s Degree courses, Highly Accomplished Teacher program, Bachelor Degree courses to upskill in areas of need
- a focus on consistent, whole school pedagogical practice namely the *Art and Science of Teaching*
- a commitment to providing extra-curricular activities and opportunities beyond their curriculum programs
- a willingness to model themselves as lifelong learners

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	0
Bachelor degree	42
Diploma	0
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The pursuit of 'continuous improvement' by our staff as lifelong learners and a commitment to improving teaching quality must be supported by a strong commitment to the provision of and access to professional development.

The total amount of funds expended on teacher professional development in 2018 was $65,570.00.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

In 2018, the following areas were key development areas:

- *Art and Science of Teaching* (ASoT)
- The Learning Curve – Wellbeing Program
- Literacy development
- Numeracy across the curriculum
- Responding to data and informing planning and delivery
- Differentiating the curriculum
- STEM
- ICT and eLearning
- Curriculum specific development
- Implementing the Australian Curriculum
- The new Senior Assessment and Tertiary Entrance processes/QCAA
- Strategic Leadership development

These major professional development areas were undertaken through activities such as:

- in-school professional activities
- teacher mentoring and coaching
- involvement in professional networks
- workshop, seminar and conference attendance
- on-line learning

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	89%	88%
Attendance rate for Indigenous** students at this school	83%	84%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

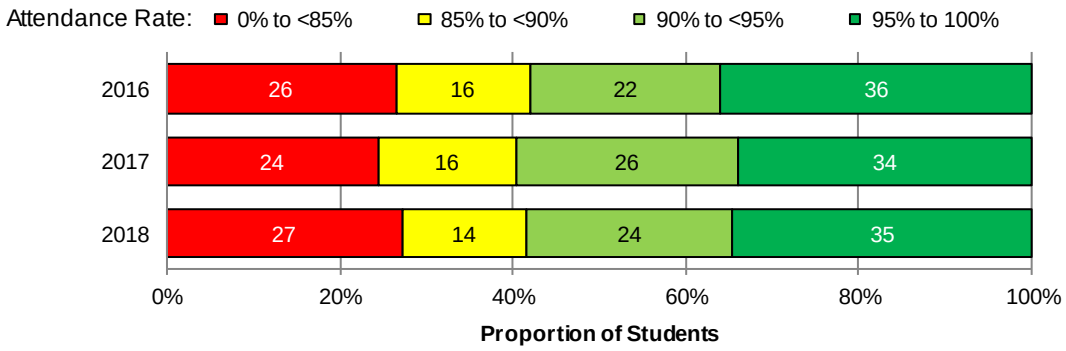
Year level	2016	2017	2018
Year 7	92%	90%	89%
Year 8	88%	89%	90%
Year 9	85%	88%	87%
Year 10	87%	88%	89%
Year 11	90%	88%	86%
Year 12	86%	89%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Isis District State High School, school attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class. The school uses the *ID Attend* electronic software attendance package, employs a teacher-aide to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/care's and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office. When students are marked absent:

- from morning roll-marking, parents/carers will sent a SMS text message that same morning to inform them of their child's absence and request a reason for the absence
- during the day after being present in the morning (truant), parents will be contacted
- from school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised' and when no reason is provided, the absence remains 'unexplained'
- The process for student living in out of home care is in line with Departmental policy, advising caregivers immediately should those students be absent from class.
- for three or more days with no reason, a letter is sent to parents requesting an explanation of the student absence.

Regular school absence by students is overseen by the Head of Department (Student Support), assisted by Deputy Principals and Year Level Coordinators. Where students are absent regularly from school, parents are contacted by a member of the school staff to request an interview to discuss how the student's school attendance might be improved.

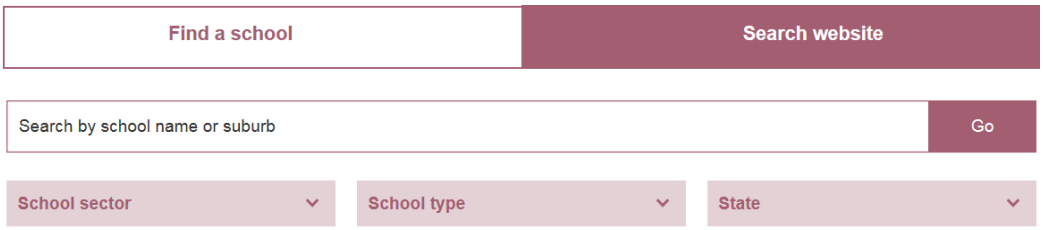
The school has a serious commitment to the view that '*Every lesson, every day, counts!'* and seeks to use various mechanisms to maximise the regular school attendance of every student.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	69	86	84
Number of students awarded a QCIA	3	1	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	64	83	80
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	100%	100%
Number of students who received an OP	25	36	33
Percentage of Indigenous students who received an OP	25%	22%	11%
Number of students awarded one or more VET qualifications (including SAT)	49	57	55
Number of students awarded a VET Certificate II or above	36	50	45
Number of students who were completing/continuing a SAT	12	13	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	88%	75%	64%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	98%	98%
Percentage of QTAC applicants who received a tertiary offer.	95%	92%	100%

Description	2016	2017	2018

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	5	5	7
6-10	11	9	6
11-15	6	13	8
16-20	3	9	10
21-25	0	0	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	26	31	21
Certificate II	34	48	45
Certificate III or above	5	3	3

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Isis District State High School is proud of the vocational learning opportunities afforded to students in the senior phase of learning. In 2017, students were awarded the following nationally recognised vocational training qualifications:

- Certificate II in Hospitality
- Certificate I in Engineering
- Certificate II in Visual Arts
- Certificate II in Information, Digital Media and Technology
- Certificate II in Rural Operations

In addition, other students complete vocational qualifications through partnerships with TAFE, vocational private providers and through completing school-based traineeships or apprenticeships.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	86%	98%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	67%	73%	69%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Isis District State High School works hard to ensure all students exit into a pathway. Most Isis High students continue in secondary schooling through to the completion of Year 12. Some students, in conjunction with their families may make the decision that they would prefer to take advantage of other opportunities as an alternative to schooling.

Students who wish to exit school prior to completing Year 12 and their families are provided with advice through the school administration and counselling through the school Guidance Officer to ensure any decisions made are based on reliable information and are well considered. The Youth Support Worker also works closely with students and has links with community job networks and work preparation programs. At all times, the welfare and future pathways for students are primary considerations. Students who leave school early generally transition into employment, traineeships/apprenticeships or further training (TAFE or private providers).

Achievement – Closing the Gap

The school's indigenous proportion of the total school enrolment during 2018 was 8.6%. The attendance rate of indigenous students in 2018 was 83% compared to the total rate of 88%. The average attainment of indigenous students in NAPLAN tests is lower than that of non-indigenous students, however the School has made strong progress on 'closing the gap' in literacy and numeracy measures between indigenous and non-indigenous students. Indigenous students and non-indigenous students have a generally similar apparent retention rate between Year 10 and 12.

Isis District State High School actively progresses a range of strategies to 'close the gap' between indigenous and non-indigenous students. These include (but are not restricted to):

- specialist teacher coordination and an indigenous teacher aide to provide an enhanced level of individual support to indigenous students
- individual Learning Plans developed for indigenous students that are regularly monitored and updated
- participation in indigenous cultural days and programs to assist Indigenous student participation through motivation (eg. NAIDOC week, Sorry Day, Deadly Choices etc.) and provision of
- information (eg regional *Murri Pathways* program which provides information in relation to careers and pathways for Indigenous students)
- supporting scholarship applications for indigenous students

As a result of the work of the school, in 2018 for indigenous students were awarded scholarships from the Queensland Aboriginal and Torres Strait Islander Foundation. These funds are provided to support students and schools to help close the gap in educational and employment outcomes between Indigenous and non-Indigenous Queenslanders.

Each year, Isis District State High School participates in the Bundaberg and District Schools Indigenous Celebration evening for graduating Indigenous students. It is a well-attended evening by local Elders, dignitaries, Principals, guest speakers, students and families. 100% of indigenous Year 12 students received a QCE in 2018

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.isisdistrictshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

2018 Isis District State High School Captains; Jack Morris, Tracy Hoffmann, Brooke Fitz-gibbon and Michael Bagnall

Isis District State High School takes pride in its education of young people for the future.

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